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ABSTRACT

Critical factors that influence the environment for learning include the teacher's interpersonal skills--including how expectations, rules, and consequences are communicated--and the student's sense of belonging in the classroom. This pamphlet provides a process for developing a personalized classroom program that will address classroom management in ways that meet the learning needs of students. The first section, "Creating Positive Expectations," looks at setting goals, communicating expectations, teacher feedback, developing rules and consequences, and positive intervention. The second section discusses interpersonal skills of effective teachers as suggested by a survey of 25 experienced teachers. The third section, "Developing a Sense of Community," discusses the structure of the physical classroom environment and procedures that involve teachers and students in developoing a sense of community. In the last section, two case studies are provided as discussion starters on creating constructive learning environments. (ND)

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Series Editor, Donovan R. Walling

Beyond Rules and Consequences for Classroom Management

by
Roger Prosise

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Introduction

Beyond Rules and Consequences for Classroom Management is not about traditional discipline strategies. Rather, this fastback approaches the concept of classroom management within the context of the complete learning environment. Classroom management is a basic aspect of teaching. Teachers are responsible for creating learning classrooms, not merely orderly classrooms. In order to do so, they must provide more than rules and consequences.

Critical factors that influence the environment for learning include the teacher's interpersonal skills — including how expectations, rules, and consequences are communicated — and the student's sense of belonging in the classroom. These critical factors are at the heart of learning. This fastback provides a process for developing a personalized classroom program that will address classroom management in ways that meet the learning needs of students.

Many other factors also influence student learning, such as parent involvement, the curriculum, the school culture, and student demographics. However, some re-

search shows that classroom management may have the greatest influence on learning (Wang, Haertel, and Walberg 1994). Management-related classroom interactions between the teacher and the students affect learning. Thus effective instruction includes both subject matter components and behavioral components. Just as teachers prepare lesson plans for academic activities, they also should plan classroom management. Doing so will allow for more efficient use of instructional time. And, logically, a greater amount of time on task increases learning.

All teachers should develop a classroom management plan at the beginning of the school year. That plan can be refined and modified throughout the year. The ideas in this fastback should help teachers plan and evaluate their classroom management plan.

Creating Positive Expectations

Classroom management is affected by teacher and student expectations, how those expectations are expressed, and how teachers intervene when those expectations are not met. Part of expressing such expectations is developing and communicating rules and consequences, but that should not be the total plan. Goal setting also is important.

According to Jim Steffen, a management consultant, "Nothing influences behavior so strongly as the clear expectations of a significant other." Because a teacher is a significant person in the lives of his or her students, a teacher's actions and comments have a direct effect on students. Teachers communicate their expectations in many ways.

I had the rich experience of teaching in a middle school in inner-city Chicago. I believe I was successful. When I reflect on this experience, I attribute much of my success to having held and communicated high expectations for all of my students. Regardless of cognitive ability or socioeconomic status, each student was

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expected to perform to the best of his or her ability. Effort was emphasized.

What I tried to communicate to my students can be stated in three messages:

- All phases of school are important.
- Regardless of circumstances, you can succeed.
- I believe in you and I will not give up on you.

These messages communicate positive expectations clearly and succinctly. They capture an attitude for success — an attitude that says to students, "You can do it!"

Students benefit most from teachers who constructively "stay on top of them" and demonstrate a belief in their ability to learn. This takes tenacity on the part of the teacher but, in turn, helps to construct a form of accountability for students. Teachers who are "on top" do not allow their students to "fall between the cracks."

Teachers also must teach with a sense of urgency. Time is valuable and must be used efficiently. Thus effective teaching translates positive expectations into instructional units that are appropriately challenging and motivating for students. That means establishing clear limits and consequences for students when they stray.

Four types of teacher expectations should be discussed with students in the beginning of the school year: 1) study habits, 2) classroom procedures, 3) interpersonal behavior, and 4) quality and quantity of work.

Study Habits. Study habits should carry over from the school day to time outside of school. During the school

day, there may be times when a student has completed the assigned work and needs additional direction. If the teacher provides inadequate direction, the result may be inefficient use of time, or "down time." Research has identified a direct correlation between the extent of learning and time on task. Down time is not learning time. Furthermore, when students are not engaged in a productive activity, they are much more likely to become disruptive and keep other students from learning.

One way to overcome this problem is to create a list of tasks and assignments that students should do when they have down time. For example, students can use such "extra" time for reading a book, doing enrichment activities, working at an instructional station in the classroom, completing homework, or working on a computer in the classroom. Setting an expectation that students will be productively engaged both during regular work and during down time can produce effective classroom management results.

Of course, the teacher will have to plan and prepare an assortment of activities and instructional stations for students. This will require some "extra" work for the teacher. But the effort will pay off in better time-on-task efficiency and fewer behavior problems. Moreover, it establishes a positive model of work efficiency.

Classroom Procedures. Clearly defined classroom procedures will lead to a more orderly classroom environment. Students need basic guidelines to follow when they have to do such things as sharpen their pencil, turn in an assignment, use the washroom, or ask a question. Routines

are a part of each school day, and there are many ways to manage these routines. The key to effective classroom management is that the teacher should identify the routines and develop a simple, understandable strategy for managing them. An orderly classroom environment will permit a more productive day.

Interpersonal Behavior. Students also need guidelines for how to interact with one another and with the teacher. The quality of such interactions influences the climate of the classroom. Well-articulated expectations about how students address each other and the teacher, taking turns, and questioning are necessary to establish standards of behavior that allow classes to proceed smoothly.

In the beginning of the school year, the teacher should lead a class discussion centering on such guidelines for interpersonal behavior. It should be a guided discussion that allows for student input, which will create a sense that students "own" the guidelines and expectations. Following are five basic interpersonal guidelines used by successful teachers and students:

1. Listen when someone else is speaking.
2. Be respectful of people.
3. Use appropriate language.
4. Cooperate with others.
5. Raise your hand when you want to talk.

Further class discussion will more fully define these simple sentences for specific classes. But the basic expectations for interpersonal behavior are as suitable in high school as they are in kindergarten.

Quality and Quantity of Work. The quality and quantity of work that the teacher expects from students should be identified in the beginning of the school year. Initial expectations can be modified as the year progresses. When necessary, modifications also may be made to address the special needs of students.

Quality of work addresses such matters as neatness, format, and other standards. For example, papers must be fully legible. The teacher also may prefer a particular identification heading. Different standards may be defined for various categories of student work. For example, the standards for homework may be different from the standards for class work and tests.

The quantity of work also must be addressed. For example, students may receive grades based partially on how much work they submit. If students must complete 100% of their work for an "A," this standard must be clearly understood. If the teacher will allow students to miss an assignment each marking period without being penalized, this also should be understood.

Setting Goals

A teacher also can use setting goals as an activity to help students focus on learning and establish expectations for their own performance. Students who have clear goals are less likely to misbehave. Learning goals can be developed with individual students or with the whole class, but they should be determined and agreed to by all parties. Following are seven helpful guidelines:

1. Goals should be specific and measurable.
2. Goals should be attainable but challenging.
3. Goals should be desired by the student and teacher.
4. Goals should have clear beginning and ending points.
5. Goals should be written.
6. Goals should clearly state expected attainments.
7. Progress toward goals should be displayed, in addition to goal achievements.

Communicating Expectations

Students usually respond positively to expectations, their own and their teacher's. Teachers will find that discussions with students will be more effective if they communicate their expectations in direct, specific terms; if they repeat those expectations consistently; if they convey a positive attitude about the expectations; and if they model the expectations.

By being direct and specific, there will be less of a chance of students misunderstanding the teacher. Thus it will be useful to state the expectations verbally and in writing, perhaps as an individual handout and as a classroom posting.

Reiterating expectations also is important. Teachers need to discuss their expectations often, daily at the beginning of the school year or new term and later at specific points, such as the start of a new unit of study.

Teachers also need to view expectations as positive motivators and to demonstrate their belief that students can and will meet the expectations. Teachers must vis-

ibly convey their confidence in students' abilities and use positive talk, such as praise and encouragement. Learning should "stretch" students. Problems must be challenging but not overwhelming. Thus, when students solve such problems, they will develop self-confidence and build self-esteem as learners.

Creating and communicating expectations also means that teachers must model their expectations. Teachers can do so by working with students, for example, by writing in their own journal when students are writing in journals, modeling personal reading during student reading time, and so on. Modeling generates a sense of teacher authenticity, a "do as I do, not just as I say" sense of authority.

Effectively communicating expectations and moving students to adopt those expectations for themselves requires tenacity. The tenacious teacher is one who keeps after a student regarding the student's performance and progress in school. Reminding a student to study for an upcoming exam or following up with a student about a missing assignment are examples of tenacity. Staying on top of students about various assignments prompts students to complete their work, creates greater accountability, and reminds them of the teacher's belief in them as capable learners.

The Importance of Teacher Feedback

Teacher feedback regarding student performance is another means of clarifying expectations. Feedback keeps students informed of their progress in school. It should be prompt, detailed, complete, and personalized.

Feedback should be timely. Students are much more likely to learn when an assignment or problem is still fresh in their memory. Then they can better associate the teacher's comments with the particular assignment. If too much time elapses between the assignment and the teacher's feedback, then the significance of the feedback will be diluted.

General comments about a student's performance have limited value. Detailed comments enable students to learn from their mistakes. The need for detailed comments also applies to work successfully completed by students. General positive comments are worthwhile, but positive comments that state exactly why an assignment is excellent are far more useful and beneficial for students.

Feedback also should be complete in every sense. It should not be limited to negative comments but also should include positive comments. The comments should extend to the entire assignment. In some cases, teachers may be tempted to become less stringent near the end of a long assignment. They should guard against that tendency, as it mirrors a similar tendency in students whose work loses quality in the long term. Strong beginnings deserve strong endings — for both students and teachers.

Feedback is an opportunity for the teacher to provide personalized comments to students. Personalized comments are much more meaningful to students and are evidence of the teacher's concern for the individual. Personalized feedback is an indication of the teacher's knowledge of the student's abilities and needs. It gives

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the teacher another avenue to encourage and instruct the student.

Developing Rules and Consequences

Rules by themselves do not create positive expectations, but classrooms have always had rules and consequences for good reason. Rules establish basic behavior expectations on which learning expectations can be built. How rules are developed will vary according to the teachers, the students, and the particular needs of their classrooms. However, some simple guidelines for developing effective rules and consequences may be helpful:

1. Develop rules and consequences on the first day.

Teachers should think ahead to the kinds of rules and consequences that they need to set in place from the beginning in order to set the stage for an efficient, effective learning environment.

2. Involve students.

Teachers need to lead a discussion about rules and consequences, not dictate their terms. Students who are involved in establishing rules and consequences for themselves are more likely to live by those standards and expectations.

3. Select a manageable number of rules.

There is no ideal number of classroom rules, but six is a reasonable average. Some classrooms may operate on fewer; others on more. As the rules are developed, they should be recorded in the language of the students.

Following is a sample list developed by one elementary teacher and his students:

1. Listen to who is talking.
2. No fighting.
3. Be kind to classmates.
4. Raise your hand to talk.
5. Cooperate.
6. Don't disturb others when working.

4. Allow students to propose rules for the teacher.

From my experience, teachers initially frown on the idea of allowing students to suggest rules for the teacher. However, I suggest that this idea is worth considering. Establishing rules for the teacher is a way for the teacher to set an example for students. It says to students that rules and consequences are so important that even the teacher will have them. Following are some sample rules for the teacher:

1. No yelling.
2. Show kids what they need to learn.
3. Reward kids who do well.
4. Remove kids who inhibit learning.
5. Tell a few jokes.
6. Bring fun stuff to our room.

5. Develop a range of logical consequences.

Rules without consequences would be worthless. For each offense, there should be a logical consequence. The more severe the offense, the more severe the consequence. A range of consequences allows the teacher to demonstrate sensitivity to the individual needs and cir-

cumstances of students. When analyzing a discipline problem, the teacher should examine it in context.

6. Enforce rules fairly and consistently.

After developing a manageable number of classroom rules and consequences, it is essential for the teacher to enforce the rules consistently and to apply the consequences fairly. When a teacher is consistent in enforcing rules, the teacher becomes predictable to students. This predictability is a source of comfort; and a safe, comfortable classroom environment enables students to better focus on instruction and learning.

Positive Teacher Interventions

When a student is off task or disrupting the class, the teacher must intervene. If the teacher chooses not to intervene, then the student may continue to misbehave. And by not intervening, the teacher may unintentionally send a message to the entire class that disruptive behavior is acceptable. But in many cases, timely positive teacher intervention can "short-circuit" the need to resort to rules and consequences.

Intervention should be based on the specific misbehavior. John Saphier (Saphier and Gower 1987), at the Harvard Principals' Center, suggests a range of interventions, from simple eye contact to direct disciplinary action. However, four positive interventions may be particularly useful: 1) acknowledgment, 2) pre-alert, 3) "I" message, and 4) proximity.

Acknowledgment refers to the teacher's taking note of the student's circumstances. When an event in a stu-

dent's life outside the classroom prevents the student from focusing appropriately on classroom activities, the teacher should acknowledge the importance of the outside event and, at the same time, draw the student's focus back to the work at hand. The teacher may want to discuss the event for a minute or two as a way of helping the student focus on the classroom activity. For example, if the girls have an important volleyball game at the end of the school day and are excited about the coming game, the teacher should acknowledge the importance of the game, briefly discuss the game, and then move back to the day's assignment.

Pre-alerts signal students to focus on work at hand. For example, if the teacher is reviewing problems 1 through 10 during a math lesson and Susan is inattentive at the point in the lesson when the class is reviewing problem number 6, the teacher can inform Susan that she will be called on to answer problem number 8. The pre-alert brings the student back on task without embarrassment.

An *"I" message* can be used to communicate and reinforce expected behaviors. For example, the teacher can say to the students, "I like the way Kevin is sitting at his desk and reading." Recognizing Kevin's behavior can move other students to behave accordingly.

Proximity is simply standing near a student who is behaving inappropriately. The teacher's passive attention often will cause the student to get back on task without further intervention.

Positive expectations that are determined cooperatively are the most likely to be successful in encouraging good behavior and successful learning by students. Teachers can empower students by giving them a stake in setting their own goals and expectations and developing their own rules and consequences. Effective teachers also can prevent breakdowns in the classroom learning environment by using positive teacher interventions before resorting to basic rules and consequences. However, all of this depends on teachers having highly effective interpersonal skills.

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Interpersonal Skills of Effective Teachers

Effective interpersonal skills are a prerequisite for becoming an effective teacher. The quality of the personal interactions in a classroom can be seen as a measure of the climate of the classroom. In classrooms where interactions between students and between the teacher and the students is open, honest, and positive, the classroom climate is most conducive to learning. Such classrooms offer a safe, comfortable environment in which students are free to focus on instruction and learning, rather than on basic behavior needs.

The teacher is the key person in determining the quality of the personal interactions that shape the climate of the classroom. Positive relationships are an important part of classroom management. The teacher who has a positive relationship with students will experience fewer discipline problems.

For this fastback, I surveyed 25 experienced teachers, whom I asked to suggest those qualities or characteristics that exemplify effective interpersonal skills. Following is a distillation of their suggestions:

1. Be fair to all students.

Students are aware of the way the teacher treats all of the students in the class. It is easy for a teacher to be partial. The teacher may have a favorite student. Or the teacher may have a student that he or she simply does not like. The teacher must remain impartial and treat all students fairly. Rules and consequences apply equally to all students.

2. Be consistent.

Beyond consistently enforcing rules and consequences, the teacher must have a consistent disposition. Students need to know what to expect from day to day. The teacher should be predictable. This does not mean that a teacher cannot have a bad day. However, good days should far outnumber bad days.

3. Have a sense of humor.

Humor plays a significant role in creating a positive learning environment. Humor can help people relax and can increase the comfort level in a classroom. It is crucial for the teacher to be able to laugh at situations and at him- or herself. This also holds true for students. The ability to laugh will help the teacher and the students make the most of each day.

4. Respect students.

Students should demonstrate respect for teachers, and teachers should demonstrate respect for students. The presence or absence of respect has a dramatic effect on the climate of the classroom. Beyond standard courtesies, survey respondents suggested that a teacher can demonstrate respect by personalizing instruction, for

example, by giving students a voice in selecting assignments and projects.

5. Share feelings.

Students often do not seem to realize that teachers experience joy, love, sadness, disappointment, and excitement. In fact, it sometimes comes as a shock to students when they encounter a teacher in a setting outside of the school, such as at a grocery store. Survey respondents suggest that a teacher should share personal feelings and experiences with their students. Of course, good sense must be used. Some experiences are simply inappropriate to share. But other experiences and feelings will help the teacher develop a positive, "real" relationship with students.

6. Don't take negative behavior personally.

Negative student behavior should not be personalized. Everyone can experience a bad day, including students. When conflicts occur, an appropriate "cooling off" period can be helpful, after which the teacher should re-establish positive contact. Many variables influence the lives of students and translate into classroom behaviors. Home life, friends, extracurricular activities, and health are among the variables over which a teacher has no control. If a student is having a bad day, the teacher should explore the problem before jumping to a conclusion that may be wrong.

7. Listen.

Listening is a vital aspect of communication. Through listening, the teacher can begin to understand a stu-

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dent's interests, strengths, needs, and ambitions. That understanding will lead to a stronger teacher-student relationship.

These suggestions were offered by experienced teachers and are practical and achievable. Moreover, they rely not on any particular teaching style but on common sense and a commitment to creating the best possible learning environment for students.

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Developing a Sense of Community

Teachers are responsible for creating classroom environments that are psychologically and physically conducive to learning. The first sections of this fastback have dealt mostly with the psychological aspects, which hinge on how teachers interact with students to create positive expectations and structure learning through positive interactions. But part of creating a learning environment also depends on how the physical environment is structured and how students work with one another in that setting.

Areas and Procedures

Seating arrangements, bulletin boards, reading corners, instruction stations (such as computer stations), and various procedures in the classroom contribute to an effective learning environment. The key is focusing on that purpose: creating a learning environment. For example, bulletin boards should not be merely decorative; they should contribute to the learning environment. Following are some suggestions.

Seating Arrangements. Students should be comfortable but able to focus on instruction. When developing seating arrangements, teachers should avoid arrangements that may be distracting. For example, if much of the instruction is done using a chalkboard, students should not be seated in circular groups in which some students must turn around in order to see the board.

Desks and chairs should be arranged to allow for students to move about the classroom with ease. The pencil sharpener and the classroom library should be readily accessible. Most teachers find a seating chart to be helpful. However, seating also should be flexible. Students should have opportunities to work in small groups as well as individually. Moving around and moving desks into various configurations may require specific procedures that students will need to practice.

Teachers also should be aware of any special needs. For example, students with hearing or vision limitations should be seated near the front of the classroom or other accommodations should be made for these students.

Bulletin Boards. Posted materials can be a valuable source of information, apart from the fact that bulletin boards also can make a classroom brighter and more physically attractive. The following guidelines should be helpful to the teacher.

1. Be certain that bulletin board information is age-appropriate. Information to be read by students should match their reading level or be written at a lower reading level for accessibility.

2. Make bulletin boards interactive by displaying questions or puzzles that students will want to answer or solve.
3. Use color and large images, and change the display at least once each quarter.
4. Post students' work, both on standard bulletin boards and in other areas of the classroom and corridor.

Instruction Stations. Students often work best when they are encouraged and allowed to work at their own pace. Instruction stations allow students to work independently, in pairs, or in small groups that are focused on a single subject or project. A focal point for an instruction station may be a computer. Single or paired students may work on individualized programs in a variety of subjects.

Instruction stations should be introduced by the teacher, who gives directions about using the stations and outlines procedures, such as when to use a station, how to manage the technology, and how to choose from learning options at the station. Ideally, students will be able to use the stations independently following initial instruction. The stations should not become a distraction. Following are several guidelines:

1. Keep station activities challenging; avoid simply duplicating regular classroom activities, even if the station is designed to reinforce regular instruction.
2. Use station activities to extend and enrich regular instruction.
3. Update station materials or computer programs regularly to keep the station fresh and engaging.

Reading Corner. Particularly at the elementary level, but also in certain middle and high school settings, a classroom reading area — or reading corner — can be a useful learning tool. Reading corners encourage independent reading and learning, in addition to providing a calm setting, and a calm moment, in what often are otherwise frenetic classrooms.

Typically, the reading corner should be casual and comfortable. A bean bag chair or donated furniture, large pillows, and alternative lighting help create an informal setting within the classroom. A wide selection of books and magazines should be housed in the corner. There should be reading materials on many subjects that are appropriate to various reading levels.

As with the more formal instruction stations, teachers should instruct students about appropriate times when the reading corner may be used and the rules for such use.

Classroom Procedures. Classrooms become effective learning environments when students understand routine procedures. Their understanding will be achieved more easily if such procedures are simple and clearly communicated.

For example, elementary students cannot be expected to remain in their seats for the entire school day. Even students who come to class on an hourly basis in middle and high school need times when they are allowed to move about with a purpose. Thus teachers should plan for students to move in the classroom and should implement procedures that will ensure orderliness. Following are several suggestions:

1. Clarify procedures to be followed on entering the classroom each day. For example, should students sharpen their pencils and pick up workbooks before they go to their seats, or should they wait for directions?
2. Help students understand what to do if they come late in order not to disrupt instruction. If a student enters the room in the middle of a lesson, how should the student go about catching up with the rest of the class? For example, assigning peer helpers might resolve this problem.
3. Manage such routine duties as attendance and announcements briskly so that instructional time is not lost.
4. When students travel from one room to another, specify expectations for student behavior during such movement. Should students stay to the right and refrain from talking in the corridors? What is the culture of the school in terms of movement?
5. Make clear the procedures for assigning and collecting homework. A simple homework basket may be sufficient for collecting homework without intruding into instructional time.
6. Develop a system for room helpers to assist with routine tasks, such as cleaning chalkboards and sending messages to the office.

This list is not all-encompassing but should serve as a starting point for thinking about classroom routines and how to make them clear and simple. Developing the environment carefully is a big step in setting the

scene for learning. Classrooms that are pleasant, organized, and orderly are environments in which greater attention can be paid to the human interactions that foster a learning community.

Student Activities to Build Community

It is important for young people to feel that they belong to a group. Obviously, the academics are important. However, if the teacher fails to address the social and emotional dimensions of school life, then the school experience will be incomplete and unrewarding for students.

In his article, "The Need to Belong: Rediscovering Maslow's Hierarchy of Needs," Norman Kunc suggests that belonging is a prerequisite to achieving a sense of self-worth and personal excellence. Furthermore, students should not have to earn the right to belong. Belonging should not be conditioned on achievement. Rather, students must feel the right to belong immediately on entering the classroom. If belonging is conditional, some students will not be able to meet the expectations, and this will lead to feelings of inadequacy.

Creating a sense of belonging is particularly critical for students with special needs and students from diverse cultural backgrounds. These students are more likely to feel different and excluded from the mainstream. Community will not be achieved unless the teacher plans for it. Therefore, it is important to take specific steps that will create community and a sense of belonging in the classroom. Following are suggested actions for the teacher to take that will foster a sense of community:

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1. Communicate an attitude of unconditional acceptance.
2. Emphasize similarities, rather than differences.
3. Visit students' families.
4. Hold class meetings on a regular basis on topics relevant to the social and emotional needs of students.
5. Assign buddies to new students.
6. Contact parents with positive reports.
7. Use cooperative learning and small-group instruction.
8. Smile and show a sense of humor.
9. Tell students what they do well; celebrate successes.
10. Get involved in extracurricular activities in order to interact with students in non-classroom environments.
11. Demonstrate respect to students; listen to students.
12. Let students participate in some curriculum decisions.
13. Encourage students to share their knowledge.

Following are two activities that can be used by teachers to build community:

Activity 1: Human Treasure Hunt. In this elementary or middle school activity the students should be told that they will be discovering some of the human treasures in their classroom. The activity promotes discussion and cooperation as students become better acquainted with their peers.

Student Instructions: Write down the name of someone in this classroom for each item.

1. Find a person whose favorite singing group is the same as yours.
2. Find someone whose birthday is in the same month as yours.
3. Find two other people who have a brother or sister 6 to 9 years old. Share what it's like to have a brother or sister.
4. Find a person whose last name starts with the same letter as your first name.
5. Find someone who worries about something you also worry about.
6. Find someone who did something special or exciting over the weekend. Find out what they did.
7. What would you change about this school? Exchange your ideas with someone else.
8. Find a person who hates vegetables.
9. Find a person whose favorite subject in school is the same as yours.
10. Think about one way you would change yourself. Share this with the person next to you.

Activity 2: Scenarios. For high school students, a useful activity is working with scenarios that evoke reactions to community issues. Students pair up to discuss the situations. Each student 1) identifies and writes down his or her own goal for solving the problem in the scenario, 2) discovers and writes down his or her partner's goal, and then 3) writes down the pair's agreed-on solution. Following are two possible scenarios.

1. Many of your friends smoke. You have never tried it. Your friends joke about your being a "goodie-goodie" and offer you cigarettes. What do you do?
2. A new student joins your class. You like him or her, but your best friend does not. How do you respond?

Case Studies for Teacher Development

In conclusion, it may be helpful to have a starting point for discussing with colleagues their ways of creating learning environments that go beyond rules and consequences. Following are two case studies that may be useful. Pairs or small groups of teachers should respond to these descriptions by answering these three questions: 1) What suggestions do you have for the teacher in this case? 2) Should other teachers or administrators be involved in this case? and 3) What should the teacher do about the parent issues in this case?

Case 1

Michael has average ability. He is the oldest and biggest boy in the class. The other students appear to look up to him. By and large, he treats his classmates with respect. Unfortunately, Michael does not complete his work in school and makes no effort to do homework. In fact, there are times during the school day when he would prefer to sleep. After several verbal prompts from the teacher, he remains uncooperative. Michael is not disruptive. But the teacher is afraid

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that his behavior may have a negative influence on the other students. The teacher spoke with Michael's parents about the problem, but this did not help. Michael's parents have nad very little to do with the school.

Case 2

Gabriel's family has been in the United States for about two years. His basic needs are met and he seems to be happy. He gets along with his classmates and shows respect to teachers. He is not involved in after-school activities because he has to work in the family business. In fact, periodically he has to work until 10:00 p.m. Gabriel has average ability and is not a behavior problem. However, he is doing a minimal amount of school work. The teacher is concerned that he is not achieving up to his ability. Gabriel's parents have been informed. Unfortunately, the parents see little value in school. Their perspective is that Gabriel will become involved in the family business after graduation from high school. Therefore, beyond basic reading and math skills, school is of little significance.

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